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Because of regional differences affecting higher education in Iadho, the Center for Developmen t of Community College Education examined Lewis-Clark Normal School (LCNS) and possible new facilities and programs for its area vocational-technical adjunct. Findings included (1) the legislature disregarded a 1962 recommendation that LCNS become a junior college; (2) its vocational division was made an area vocational-technical school; (3) a state employment survey showed a need for technical personnel; (4) LCNS's 2-year but not 4-year, programs were accredited; (5) the dropout pattern showed LCNS already functioning primarily as a 2-year college; (6) some courses replicated those at the nearby University; (7) LCNS lacked student personnel services; (8) current plans would separate academic from vocational programs; (9) general and vocational programs had no interrelation; (10) LCNS buildings were under-used and vocational facilities inadequate; (11) architectural plans made no use of existing buildings and poor use of available land. Recommendations were that LCNS should (1) offer no baccalaureate programs; (2) have academic and vocational facilities on the same campus; (3) see that new facilities make best use of existing buildings and provide for joint use; (4) insure high quality in both academic and vocational curricula; (5) integrate academic and vocational curricula effectively; (6) provide in-service training for the faculty; (7) be part of a master plan for all levels of Idaho education. (HH)

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AN ANALYSIS OF THE ROLE OF LEWIS-CLARK NORMAL SCHOOL IN IDAHO HIGHER EDUCATION WITH RECOMMENDATIONS

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FOREWORD

Before reviewing the educational program at Lewis-Clark Normal School, perhaps a general comment or two on the State of Idaho is needed to establish a situational context and thereby provide some insight into the "checkered" history of LCNS.

Throughout the course of its history, Idaho has experienced substantial difficulty in achieving adequate cohesiveness as a state. Widely divergent economic, political and geographic interests have often made it necessary for various regions within the state to place their own interests above statewide needs. As a result, exaggerated regional loyalties have deep roots in Idaho and are a political fact of life to be reckoned with even today.

It seems that the history of LCNS rather accurately reflects this state of affairs. Moreover, unless Idaho is indeed moving into a dynamic state of educational development and achieving some statewide consensus on educational objectives, it could be predicted that regional loyalties as they are reflected in pressure groups in the legislature will play a significant role in determining the ultimate posture of LCNS.

The Center for the Development of Community College Education was specifically requested to conduct a study which would provide a basis for defining the educational mission of LCNS. The study was to give particular consideration to the possible development of vocational-technical programs at LCNS. Such study should not disregard examination of the institution's general education program, particularly as that program relates to existing and potential vocational-technical offerings. The Center's investigation was to include but not be limited to the following tasks:

1. Review the educational plan related to the proposed vocational-technical facility construction.
2. Review the preliminary architectural plans for the vocational-technical complex.
3. Review previous studies associated with occupational education opportunity and the designation of LCNS as an area vocational school.
4. Develop recommendations that would lead to the execution of a sound long-range educational plan for vocational-technical education at LCNS.
5. Present recommendations about the appropriateness of the preliminary architectural plans for the vocational-technical complex.
6. Evaluate the degree to which existing general education offerings would support a comprehensive program of vocational-technical education.
7. Make recommendations about the most appropriate integration of general education and vocational-technical offerings.
8. Evaluate the possibility of conflicts related to HEFA construction and Vocational Education Act support for programs offered in the proposed facilities.

9. Review the total educational program of LCNS and make recommendations about the most appropriate balance between vocational-technical, general education, and baccalaureate degree level programs that are presently offered or that may be offered by the institution in the future.

Prior to visiting Boise and Lewiston, the consultant team reviewed in detail the following materials which were supplied by Dr. Carbone, Executive Director for Higher Education in Idaho, or were in the library of the Center for the Development of Community College Education at the University of Washington.

INSTITUTIONAL PUBLICATIONS

1. Boise College *Catalog*, 1966-67. Vol. XXIV, No. 1 Boise, Idaho.

2. College of Southern Idaho *Catalog*, 1967-68. Vol. III, No. 1. Twin Falls, Idaho.

3. College of Southern Idaho Junior College District *Catalog*, 1966-67. Vol. II, No. 1. Twin Falls, Idaho.

4. Idaho State University *Bulletin*, May, 1965. Vol. 19, No. 2. Pocatello, Idaho.

5. Idaho State University *Bulletin*, 1967-68. Vol. 21, No. 2. Pocatello, Idaho.

6. Idaho State University School of Trade & Technical Education *Information Bulletin.* Pocatello, Idaho.

7. Lewis-Clark Normal School *Catalog*, July 1966. Vol. IX. Lewiston, Idaho.

8. Lewis-Clark Normal School *Catalog*, July 1967. Vol. X. Lewiston, Idaho.

9. North Idaho Junior College *General Catalog*, 1965-66 and 1966-67. Coeur D'Alene, Idaho.

10. University of Idaho *Bulletin*, 1965-1967. Vol. LXII, No. 1. Moscow, Idaho.

BIBLIOGRAPHIC MATERIAL

1. Garrett, H. Fred. *Occupations in North Central Idaho, Trends and Outlook.* State of Idaho, Robert E. Smylie, Governor. December 1965. Mimeo., 47 pp.

2. Idaho State Board for Vocational Education. *Area Vocational Education Schools in Idaho.* Vo.-Ed. No. 88, Mimeo., 64 pp.

3. Idaho State Board for Vocational Education. *IDAHO: State Plan for Vocational Education.* Vo.-Ed. No. 78. Mimeo., 64 pp.

4. McLure, William P. *IDAHO: A Reappraisal of Educational Conditions and School Finance.* Idaho Education Association with the National Commission on Professional Rights and Responsibilities of the National Education Association of the United States, July 1967. Mimeo., 68 pp.

5. Putnam, P. H. Architect's Plans for LCNSTS. Lewiston Orchards, Idaho.

6. Sorenson, Philip H. and Edward A. Podesta. *Long Range Planning for Higher Education in Idaho.* State Board of Education, Boise, Idaho. Stanford Research Institute Project No. II-3973. January 1963. Mimeo., 169 pp.

At Lewiston the team visited the administrators, staff and all facilities of both LCNS and the Area Vocational-Technical School. Much of the information collected was of a subjective nature. Information about the LCNS site, the twenty acre site already purchased for the area vocational school, and the four and one half acres currently being considered for purchase were verified by visits to the Lewiston City Engineer's office and the Lewiston Fire Chief's office.

In addition to the subjective information cited above, the following publications were collected for review:

INSTITUTIONAL PUBLICATIONS

1. Boise, Idaho. *Idaho Bulletin of Education.* Vol. XLV (Dec. 1966).

2. Lewis-Clark Normal School *Blue Arrow.* Lewiston, Idaho, 1967.

BIBLIOGRAPHIC MATERIAL

1. Carver, Terrell O., M.D., F. O. Graeber, M.D., and W. W. Benson. *Annual Report Bureau of Vital Statistics, 1965.* Idaho Department of Health, Boise, Idaho. Mimeo., 53 pp.

2. *Handbook of the Lewis-Clark Normal School Library, 1966,* Lewiston, Idaho.

3. Kjos, O. E. *Vocational Teacher Education.* University of Idaho. Mimeo., 40 pp.

4. LCNS *Library Acquisitions from September 1 to October 31, 1967,* Lewiston, Idaho.

5. Lewis-Clark Normal School *Class and Time Schedule, 1967-68,* Lewiston, Idaho.

6. Lewis-Clark Normal School *Enrollment Statistics, 1963-64, 1964-65, 1965-66, 1966-67 and First Semester 1967-68,* Lewiston, Idaho.

7. Lewis-Clark Normal School *Library Acquisitions from April 1 to April 30, 1967,* Lewiston, Idaho.

8. Lewis-Clark Normal School *Library: Current Periodicals, 1967-68,* Lewiston, Idaho.

9. Lewis-Clark Normal School *Operating Budget for the Year July 1, 1967 through June 30, 1968,* Lewiston, Idaho.

10. Vocational Technical Division. *A Survey to Determine Possible Training Needs in North Central Idaho.* Lewis-Clark Normal School, State of Idaho. January 1966.

These publications plus the visitations provide the basis for the discussion and the recommendations which follow.

DISCUSSION

The team visit to Boise and Lewiston coupled with the review of publications led to the synthesis of the nine tasks outlined in the foreword into four major problems. These four problems will be discussed in turn and will be followed by recommendations and suggestions. The intent of the suggestions is to clarify the recommendations and *are not proposed as the only way* in which the recommendations could be implemented.

Problem I: The role of Lewis-Clark Normal School within the context of the Idaho state system of higher education.

Discussion:

As a result of a statewide survey of higher education conducted in 1962, Stanford Research Institute personnel recommended that a reasonable approach to the problems at LCNS would be to convert the college to a junior or community college. The responses to SRI's recommendations from the legislature, the State Office personnel and the college administrative staff were undoubtedly ambivalent and seemed to be inclined to go in two directions at once. The legislature in 1965 made appropriations for the support of the baccalaureate degree programs. At the same time an associate degree program was instituted in nursing. Shortly thereafter all two year diploma programs in areas other than nursing were discontinued and almost concurrently the State Board for Vocational Education designated the vocational-technical division of LCNS as an area vocational-technical school.

In December of 1965, the Idaho State Department of Employment published a survey of occupational trends in North-Central Idaho which encompassed the area served by LCNS. In the report, occupational areas were identified for which

there were current employment positions available and/or for which projections indicated a future need for trained personnel. All of the occupations included were of a nature consistent with the training capability of an area vocational-technical school or a comprehensive community college.

In July of 1966, the Higher Commission of the Northwest Association of Secondary and Higher Schools accredited LCNS' two-year programs but did not give candidate status for four-year accreditation. The Commission noted many deficiencies; of major import among these were inadequacies in the baccalaureate programs, the faculty, and the physical plant. All of the inadequacies stem in part from lack of funds.

Shortly thereafter, preliminary plans were drawn for a three-quarter million dollar vocational-technical facility for the Lewis-Clark Area Vocational-Technical School. It was suggested that the facility be located approximately ten blocks from the existing normal school plant.

To summarize, the four-year offering at LCNS has been assessed as being substandard by all evaluation teams. The concept of a two-year, post-high school institution either of an area vocational-technical school nature or of a comprehensive community college nature has been recommended either implicitly or explicitly by every study group. This latter recommendation is further reinforced by an analysis of the area from which LCNS currently attracts students and also by the Garrett study of current and future needs for occupational training in North-Central Idaho. The major difficulty seems to revolve around inability to resolve the fundamental issue of whether LCNS should retain its four-year status or revert to some type of comprehensive, less-than-baccalaureate institution. At the same time, current concepts of planning for higher education demand that a decision be made before concrete, workable recommendations can be made concerning the overall curriculum.

The approach taken by this consultant team to the question of the validity of LCNS' claim to being a four-year, degree-granting, state institution was similar to that used by the Stanford Research Institute. In supporting its recommendation that LCNS become a public junior college, the Stanford study pointed to the local enrollment characteristics of LCNS. If one compares their figures with those of the current enrollment, it becomes apparent that LCNS has become an even more local institution (See Table 1). If the city of Clarkston, Washington (located just across the river from Lewiston) is included, then 91.6% of LCNS' students reside within reasonable commuting distance of LCNS. Certainly, this is not the enrollment pattern characteristic of a statewide teacher education and liberal arts college.

TABLE I

PERCENTAGE OF ENROLLMENT BY GEOGRAPHICAL AREA

Area	Stanford Study 1962	Fall Enrollment 1967
Nez Perce County	50%	57.3%
Five-county-area (Clearwater, Idaho, Latah, Lewis, Nez Perce)	70%	79%
Clarkston, Wash.	?	12.6%
Remainder of Idaho	?	3.5%
Remainder of Wash.	?	2%
Out-of-State (excluding Wash.)	?	3%

Moreover, an analysis of LCNS' holding power reveals a very high dropcut rate in the first two years. A conservative figure is that 30% of the freshmen and 40% of the sophomores from any given year do not return. The pattern continues throughout the junior and senior years (with only slight reductions). An analysis of the 1967 graduating class reveals an overall attrition rate in excess of 70% of the group who entered in 1963. Further analysis of current senior enrollment reveals a loss of almost 75% of the group who entered in 1964. These facts, although admittedly tentative, when coupled with geographical drawing patterns demonstrate rather clearly that LCNS is functioning primarily as a local two-year institution.

But, perhaps the most telling argument against LCNS continuing as a four-year institution is to be found in the NASHS accreditation report of 1966. The evidence cited to support their refusal of four-year candidate status is overwhelming; and barring a willingness on the part of the State to increase significantly the level of financial support to the institution, there seems little likelihood that it could ever achieve four-year accreditation. When this is coupled with the fact that LCNS is essentially replicating the liberal arts and teacher education courses offered 32 miles away at the University of Idaho, there seems to be little if any justification for its continued existence as a four-year institution.

Perhaps the only positive point, and possibly a very important one for the Lewiston community, is that as a four-year institution, LCNS does enjoy State support, whereas, as a junior college it would have to support, at least the academic transfer portions of its program, mainly out of local funds. However, in no sense should this be used as an argument to justify the existence of LCNS

as a four-year institution. Rather, it simply points up the need for considering a revision in patterns of state support for higher education institutions.

The McLure study astutely concluded that "... the time has come now to shift the emphasis more to issues of educational character than to taxation." Although McLure was discussing the elementary and secondary schools, the same can be said for higher education. The resolution of Idaho's financial difficulties must of necessity lie in removing redundant educational institutions, in order that the State's responsibility for education can be discharged in such a fashion as to extract maximum value from the tax dollar.

The SRI study was concerned with Idaho's ability to support two first-rate, degree-granting institutions unless duplications in course and program offerings between them were reduced. Yet since the SRI study, Boise Junior College has been elevated to four-year status and Lewis-Clark has been maintained at four-year status. Thus, it seems that Idaho is proceeding further down the path of proliferation, duplication, and overlap in spite of the recommendations of research consultants. Moreover, nothing of a startling economic or demographic character has occurred during the period from 1962 to date to justify this course.

The one exception to this trend toward proliferation and duplication of educational offerings is to be found in the development of Area Vocational-Technical Schools. The State Director of Vocational Education has wisely insisted that each area vocational-technical school be located in close proximity to an institution of higher education. In cases where the institutions of higher education have cooperated with vocational education, it has been to the mutual benefit of both programs.

Problem II: The role of Lewis-Clark Normal School in North-Central Idaho.

Discussion:

To meet the rapidly changing needs of today's society requires almost constant training and retraining of the population. Educationally, any retraining can be considered to be a form of remediation in the sense that the education provided is essential for the individual to continue to participate effectively in society. Current educational thought recognizes this fact and provides for remedial programs at all levels ranging from programs designed for the sophisticated research scientist to the unemployed person without a saleable skill. Provision for remediation must, of necessity, be considered an integral part of all curricula.

Student personnel services are essential to student success. Properly conceived and organized student personnel services promote appropriate course and curriculum selection and also assist the student in identifying areas in which he needs remedial instruction. Such services also provide the means whereby the student can achieve an acceptable balance between his aspirations and interests, his motivations and abilities, and social pressures and personal desires; thereby insuring maximum probability for success.

Lewis-Clark Normal School is currently lacking in student personnel services. In fact, except for a full-time counselor in the Area Vocational-Technical School adjunct, there are no personnel who have released time for these activities. It may well be that the lack of these services contributes significantly to the high percentage of withdrawals from academic offerings.

The existence of both academic and occupational programs in Lewiston make student personnel services essential for yet another reason. The students should have guidance services available to them which would facilitate lateral

transfer between programs without undue loss of time and/or credit. In addition, guidance and placement services should be of such quality that the student's transition from LCNS to an institution such as the University of Idaho would be as smooth as possible while for another student the transfer from LCNS to an occupation would be maximally assured.

Academic offerings are currently viewed in a much broader framework than previously. Complex demands in the world of work require that successful employees have an undergirding in the physical sciences, humanities, mathematics, and social sciences. The basic academic disciplines provide the worker with needed understandings for current positions as well as those they may be asked to assume in the future. The converse is also true. Occupationally oriented programs have within their content skills and concepts that are of value to the population in general and thereby are a part of general education. In addition, the facilities and teaching methods commonly used in vocational education have the capability of making concrete the abstractions of academic offerings.

The present arrangement at LCNS does not take advantage of savings which can be effected through the sharing of physical facilities, student facilities, and services, not to mention the equally important educational benefits that accrue therefrom. There are no provisions for merging the common elements of the overall curriculum.

Insofar as can be determined, the current plan for LCNS is to have the existing on-campus portion of the college retain all general and transfer programs and house all vocational-technical programs separately. This arrangement erects unnecessary barriers to student interaction and may well contribute to the permanent separation of the programs.

Given comprehensive educational objectives for LCNS, which embrace occupational education as well as general and transfer education, it seems obvious that the current plans will not produce the desired outcomes. In fact, current plans do not meet the overall needs and interests of students with widely divergent capabilities nor do they square with current educational thought. No provision has been made for easy lateral flow between the academic and occupational phases of the educational program. Apparently a student must choose, at the onset of his post-high school educational career, one program or the other and given a subsequent change in interest must then transfer to the other phase. Such an educational plan is in reality designed around discrete programs which are tracked to a very high degree. In short, the present program is administration and program oriented and not student oriented.

To adequately serve the educational needs of the population of any given area, it is essential that the counseling function be sufficient to permit the identification of prospective students' interests, abilities, and achievements. The identification of achievement levels, in particular, sets the stage for remedial education where necessary. With this knowledge (non-credit) courses should be established to raise achievement levels to the point necessary for the students to profit from existing general education courses. The point to be made here is that general education deficiencies can and should be treated in common and not in relation to specific vocational intents. Speech, communications, mathematics, and public relations skills, be they remedial or higher level, have sufficiently common content to permit instruction to students with diverse vocational or professional aspirations.

A newer approach to constructing a supportive general education curriculum is to first identify certain core skills of a generalized nature required to

support the total educational program, e.g., linguistic or communicative, mathematical or quantitative and sociological or cultural, and then to establish various skill levels or levels of instruction within these skill areas to effectively serve students with differing abilities and achievement levels.

The principal task in designing the general education phase of any specific program, be it vocational, technical, or liberal in character, is to determine the general skill areas and the specific skill levels required for a given program. Once these have been determined, it may well be that certain programs will require an additional advanced or more specialized course in a skill area in order to round out the program; however, the important point to be kept in mind is that this is decided after the basic common core has been established.

The fundamental difference between this approach and the one currently employed at LCNS is that the latter sees the problem of designing a given program from the relatively narrow viewpoint of what specific skills are required to perform adequately in a given trade or vocation. To date little thought appears to have been given either to how widely these same basic skills are shared with other trades and vocations or to the fundamental similarity and interrelatedness that these basic skills possess within the different professional levels of the same general vocation. On the other hand, the former approach recognizes at the outset that a basic core of general skills is common to almost all vocations be they vocational, technical or professional and that the distinguishing feature, insofar as the general education phase is concerned, is the varying levels of proficiency which are required.

More time and emphasis has been put in advising and counseling students in the area vocational-technical school than in the academic area at LCNS through the employment of a fully prepared guidance person. It now appears that the

academic area of LCNS is attempting to develop a plan comprehensive enough to attend to guidance of students in their occupational, academic, and personal needs. It is doubtful that this plan or any ongoing viable program can be mounted through employment of staff who have full time teaching responsibilities and little preparation in the area of student personnel services.

Presently the only studies available of student placement and job opportunity have been conducted by staff in the Vocational-Technical School. Information is not presently available from LCNS regarding placement of graduates and lateral or institutional transfer.

Problem III: Use of existing facilities and implications for planned facilities.

Discussion:

The Lewis-Clark campus presently encompasses approximately thirty-two acres of land all of which is suitable for any type of construction. The area is bounded on three sides by older residences in good repair and on the fourth side by a cemetery.

Presently several buildings on campus are given only limited use. This is due, in part, to the age and structural condition of some but appears as often as not to result from their having been given a single-use designation which to date appears inviolate. While this view of building usage is by no means unique to LCNS, it would seem that the time has come to consider the concept of multiple usage.

The library is housed in the former college elementary building which was completely remodeled in 1966 and converted to its present use. In addition it contains several lecture rooms and offices both occupied and unoccupied. The

library presently has holdings of approximately 40,000 volumes, which is approximately 20,000 volumes below the recommended minimum suggested for a student enrollment of LCNS' size, by the American Library Association.

The administration building houses faculty offices, classrooms, an auditorium, and a storeroom for audio-visual equipment, in addition to offices for the administration. Unused rooms are available for additional offices and seminar and conference rooms.

The science hall contains lecture rooms, laboratories, and offices. The laboratory space and preparation rooms are small and overcrowded. Facilities appear to be inadequate for supporting lower division programs in the science area let alone the upper division sequences.

The gymnasium is used for men's and women's physical education classes and intramural sports. Offices for the physical education instructors are also located in the building.

The students' union is a building which was originally the gymnasium. One quarter of the main floor receives average use. The third floor serves as a ballroom and apparently is used only on rare occasions. The lower floor was once a swimming pool which is currently being covered over. Many rooms and facilities were locked and did not appear to be available for student use.

The men's and women's dormitories suffer from insufficient student volume. The women's dormitory, supervised by a very competent housemother, has thirty-six students in a facility which is designed for 125 to 150 students. The men's dormitory has fifty-nine men but is designed to house over twice this number. Therefore, the usage level stands at approximately 35%. This represents a rather substantial waste in custodial and administrative services as well as in the maintenance services. The dormitories represent a considerable financial outlay in the total budget of LCNS.

In addition, there are several temporary structures on campus which are either totally unused or serve as temporary storage facilities. Some of these could possibly serve a peripheral function in the total educational program while others should be torn down.

To summarize, there appears to be an overriding administrative policy which limits building usage to a single purpose. Such a policy is not only outmoded but also, over the long haul, is suicidal for a small college operation. Current practice, even in large university settings, demands exploration and exploitation of multiple use for both facilities and programs. Without such a multiple use concept, small colleges, public or private, face almost certain obliteration unless perhaps a benevolent state or national government sees fit to balance the incurred loss.

Since the trend for LCNS appears to be towards a commuting college, it seems apparent that the demand for resident housing will diminish proportionately. At the same time, commuting students will have greater concern for and need of guidance services related to occupational and transfer programs, with the consequent result that aesthetic interest in the "landscape" will diminish in importance.

In retrospect, it appears that insufficient attention has been given to the critical problem of efficient use of buildings and facilities at LCNS. While this charge could no doubt be leveled at a number of higher education institutions, the fact remains that few will long survive if they persist in this attitude.

Evidence of the cost incurred at LCNS as the result of limited use of existing facilities is readily available. The vocational-technical portion of the curricular offerings at Lewiston are housed in less than adequate facilities at a cost of $18,000 per year.

The foregoing discussion sets the stage for consideration of proposed new facilities. There has been some discussion of LCNS' buying a church across the street from campus to use for classes in music; this is so tentative that it does not merit discussion, but the plans for a new vocational-technical education facility are germane.

The architect's suggestions in the early part of the plans are sound but not concrete. The detailed suggestions for classrooms, labs, offices, and resources centers are traditional and ignore the current educational thought about clusters of occupations and core programs. The specific recommendations also ignore the capability of the educational setting to more closely approximate the working environment of occupations without undue cost.

The architect has not incorporated in his preliminary plans any tangible evidence of having followed his opening suggestions. Anyone not aware of the existing situation would be led to believe that this facility is completely independent, autonomous and self-sufficient. There is no evidence that the architect has even considered possible functional relationships between the existing institution and the new vocational-technical facility.

Problem IV: Current and proposed use of land available to Lewis-Clark Normal School.

Discussion:

The problem of current and future land use centers around the proposed new vocational-technical education facility. In addition to the main campus of approximately 32 acres, the State now owns 20 acres which is less than a mile from the existing campus and has also voiced an interest in 4.7 acres which are contiguous to the existing campus.

As important as land usage is, it is still of necessity contingent upon overall curriculum design. Assuming only a modest communality between general and occupational education, it would seem to follow that general and occupational education curricula ought to be interwoven and shared. When considered in this light, the problem of land usage and acquisition at LCNS assumes new dimensions.

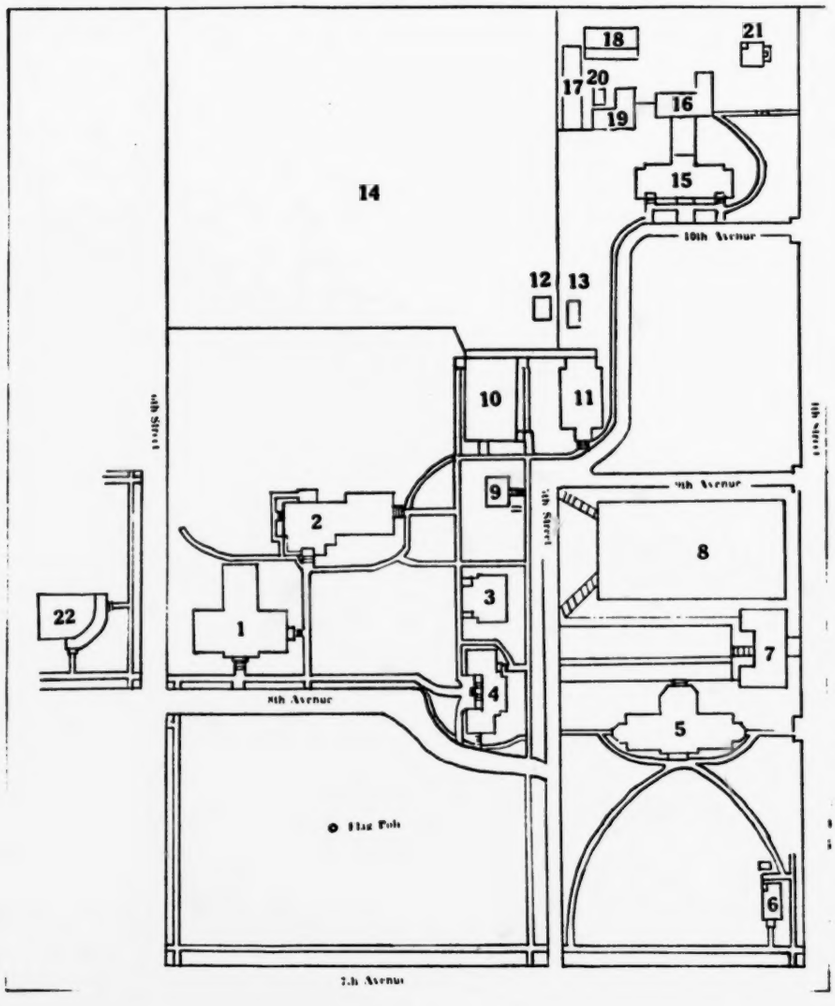
On the following page is a map of the LCNS campus. Four buildings are currently being used to capacity or close to capacity (library, science hall, student health center, and power plant); five buildings are currently being used far below their capacity (administration, Talkington Hall, gymnasium, student union, Clark Hall); and 11 buildings are beyond use, vacant, or being used for other than educational purposes (two residences, Lewis Hall, Spalding Hall, seven temporary buildings).

A rough calculation of the existing roads, parking lots, and buildings (used and unused) leads to a very conservative estimate that 70% of the existing campus land is available for alternative use. If one considers, in addition, the possibility of closing some of the existing streets and removing temporary and dilapidated structures, the proportion of available land increases appreciably. And finally, if one considers the possibility of a closed-campus design, then more than 80% of the campus land would be available for alternative use.

Construction of the proposed vocational-technical facility on the site ten blocks from the existing campus would permanently separate vocational-technical education from the academic offerings of LCNS as well as place an unnecessary financial burden upon the State. Another possibility would be to build a vocational-technical facility as an integrated part of the existing campus but, at the same time, establish the occupational curriculum as a separate entity.

LEWIS-CLARK NORMAL SCHOOL CAMPUS

Lewiston, Idaho



1. Administration Building
2. Library
3. Science Hall
4. Lewis Hall
5. Talkington Hall
6. Residence, 402 7th Ave.
7. Health Center
8. Tennis Courts
9. Heating Plant & Maintenance Shop
10. Gymnasium
11. Student Union
12. Storage Building
13. Mower Shed
14. Harris Field
15. Spalding Hall
16. Clark Hall
17. Metal Industrial Arts Shop
18. Garage Storage
19. Wood Industrial Arts Shop
20. Storage Building, Garage
21. Residence, 1037 4th St.
22. Residence, 807 6th St.

A third possibility would be to plan and build the new facility on the existing campus (with or without the acquisition of the adjacent 4.7 acres) as an integrated segment of the existing institution. The latter would require an integrated approach to curriculum design.

RECOMMENDATIONS AND SUGGESTIONS

The recommendations that follow are based upon the discussions presented on previous pages. Following each recommendation are suggestions for implementation. *However, the readers are again cautioned to recognize that the suggestions are not proposed as the only way in which the recommendations could be implemented.*

Recommendation (1)

LCNS should become an institution offering less-than-baccalaureate programs.

Suggestion (1a)

LCNS should offer lower division academic courses, upper division courses as needed for the training of occupational teachers in cooperation with the University of Idaho, a comprehensive occupational program, and remedial courses for adults, transfer students, and students in occupational curricula.

Suggestion (1b)

Adult and community service programs should be instituted as community needs are assessed.

Suggestion (1c)

Follow up studies of graduates and continuing studies of area educational needs should be initiated in order that curricular revisions and changes can be made efficiently.

Recommendation (2)

Academic and vocational-technical facilities should be located on the same campus, and if future acquisitions are deemed necessary, land should be acquired which adjoins the present campus.

Suggestion (2a)

Prior to architectural design, a site-use plan should be developed for the LCNS campus with the assistance of qualified consultants.

Suggestion (2b)

Existing buildings should be more fully utilized by assigning more than one function to each.

Suggestion (2c)

Existing land should be utilized for the proposed vocational-technical buildings, but duplication of facilities such as administrative offices and library should be avoided.

Recommendation (3)

The design and placement of new facilities should be oriented to make maximum use of existing facilities and provide for joint use of new facilities.

Suggestion (3a)

The mens' and womens' dormitories should be perceived as buildings which might house faculty offices and classrooms in addition to student living space.

Suggestion (3b)

The student union should be perceived as having broad educational use as well as expanded activity areas for students.

Suggestion (3c)

Students in the occupational programs should have access to any and all existing facilities that would enhance their education.

Suggestion (3d)

The proposed vocational-technical facilities should give attention to the needs of the academic program as well as the occupational program, and students in transfer curricula should have access to the new facilities when such access would contribute to their education without detracting from the education of students in occupational programs.

Recommendation (4)

The administrative structure of LCNS should be revised to insure both academic and occupational curricula of high quality within one institution.

Suggestion (4a)

An office of vice-president for instruction should be created whose major duties would include curriculum planning and development and the supervision and evaluation of instruction. The vice-president must have a strong background in occupational education.

Suggestion (4b)

A dean of student personnel services should be appointed whose major duties would include the coordination of guidance, counseling, testing, and placement for both occupational and transfer students.

Suggestion (4c)

The structure of all courses, except short term occupational upgrading courses, should be such that it will permit lateral transfer of both academic and occupational students when warranted.

Recommendation (5)

Occupational and academic curricula should be integrated to the greatest possible extent consistent with satisfying student needs.

Suggestion (5a)

Courses and curricula should be planned which have validity and usability for the broad range of student interests and occupational needs.

Suggestion (5b)

It should be recognized that selected academic courses have occupational value and selected occupational courses have general education value.

Suggestion (5c)

Whenever possible new staff should be employed who are competent and certified to teach in both the academic and occupational programs.

Suggestion (5d)

The development of occupational curricula should occur as area needs are assessed and should be responsive to the possibility of "clustering" and the concept of a "core" of necessary knowledge and skill.

Recommendation (6)

An inservice program should be instituted for the faculty to bring about a smooth transition from a liberal arts college to a comprehensive area college.

Suggestion (6a)

A major university with qualified personnel in higher education and occupational education should be invited to conduct an inservice program at LCNS for which the faculty could receive graduate credit.

Suggestion (6b)

The inservice program might be part of a larger program designed to disseminate throughout the area an understanding of the new role LCNS has assumed.

Recommendation (7)

Elementary and secondary, higher education, and vocational-technical education in Idaho should embark upon the design of a master plan for education in Idaho so that the legislature could be presented with a comprehensive, long-range, action oriented plan.

Suggestion (7a)

The recruitment, training, and retention of vocational-technical teachers should be given immediate and considered attention.

Suggestion (7b)

LCNS in its new role (if adopted) should be considered as a potential source of vocational-technical teacher training in cooperation with the University of Idaho.